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ABSTRACT

A custom-fit degree plan was developed and implemented at Connors State College in Oklahoma through support from the Fund for the Improvement of Postsecondary Education. The project objectives were to develop: a model of counseling, advisement, and instructional units; a comprehensive file of community and business resources; and a close community/college partnership by preparing realistic study plans meaningful to the economic structure of the area. The program was also designed to produce a formal plan for Individualized Career Education Plans, which was to be submitted to the regents for approval as a standard option at the college. During the first year, 200 freshmen were enrolled in the custom-fit degree plans. Because of policies adopted by the Oklahoma Regents for Higher Education, project counselors were only able to write 112 individualized degree plans in 1977-78. Many more students were assisted in planning for effective use of electives and options. Enclosed are a sample form for planning a student's courses of study and related information sheets and letters from schools across the country that are interested in the program. (SW)

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CONNORS STATE COLLEGE
Warner, OK 74469

GRANT NUMBER
G007603227

ROBERT THOMASON, DIRECTOR
Connors State College
Warner, OK 74469
918/463-2931 ext. 226

DURATION OF PROJECT
July 1, 1976 - July 1, 1978
24 months

"CUSTOM-FIT DEGREE PLAN"

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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HE 015 561

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

Executive Summary

Goals and Major Activities

Stated simply, the overall goal of Connors' FIPSE project was to formulate and make effective practical, realistic, individual degree plans and to make these plans an integral part of the overall College program. To achieve this goal required the formation of "custom-fit" degree plans while promoting acceptance of the concept by the academic, student, and business communities. This was achieved by:

(1) Formulating a well planned model of counseling, advisement and instructional units to insure acceptance by the academic community and by the students themselves.

(2) Developing a comprehensive file of community and business resources in order to assist in the counseling of adults in terms of the educational components needed to achieve desired goals.

(3) Developing a close community/college partnership by preparing basic, realistic study plans meaningful to the economic structure of the area.

Outcomes

During the first year, 200 freshmen were enrolled in the "custom-fit" degree plans. Since the Oklahoma State Regents for Higher Education felt that the "custom-fit" program was too open-ended to meet the necessary state requirements, most enrollments have been approved under our Mid-Management degree plan. The Regents, however, were impressed with the career counseling aspect of our FIPSE program and encouraged its continuation. In 1977-78, the various academic divisions discovered mechanisms for achieving the student's objectives through careful counseling and advisement using the available electives.

Because of the missionary work done by FIPSE "custom-fit" degree counselors, a much more responsive attitude prevailed and the new Sophomores had little difficulty completing their programs.

For 1977-78, the Oklahoma Regents for Higher Education adopted policies which crippled Connors plans to reach the adult students with an established work record and career goals. Our FIPSE project counselors were able to write only 112 individualized degree plans. The project staff did assist many more students to plan for effective use of electives and options.

Long Term Consequences

Enclosed in the final report packet are letters from schools across the country who are interested in our FIPSE program. Repeatedly, they respond to the idea of reaching the adults in their service areas. Perhaps through their efforts and those of others interested in realistic, practical career education, "Custom-Fit, Tailor-Made" Degree planning will become a viable option in college-level programming and career planning.

Institution History and Environment

Connors State School of Agriculture was authorized by an act of the first legislature, May 10, 1908. The first classes met at Connors in February of 1909 in downtown Warner. In 1911, the first permanent building was completed and the school was moved to its present site, one mile west of Warner. In 1967, the State Legislature changed the name of the college to Connors State College of Agriculture and Applied Science.

The college holdings include: 360 acres for farming purposes, a 35 acre campus, 10 major buildings serving students needs, 13 faculty residences, 3 farm buildings, a modern water plant, a lake, and a building housing a central heating system and a modern mobile area to accomodate married students.

Connors State College is located at Warner, Oklahoma, 20 miles southeast of Muskogee. The Broken Arrow Expressway places the school within 20 miles of Tulsa and Interstate 40 passes within one mile of the campus putting the campus only two hours from Oklahoma City and less than one hour from Ft. Smith, Arkansas.

Warner is located in a region that is mainly agricultural, nestled in the scenic hills of Eastern Oklahoma. Not only are Grand, Fort Gibson, Tenkiller and Eufaula lakes within short driving distance, but the Connors campus is less than 10 minutes from the Arkansas River Navigation project which is destined to add to the recreational facilities in the area as well as bringing about the industrial development of the area.

The development of the Arkansas River Navigation project took a million acres--an area larger than the State of Delaware--away from private owners and off the tax rolls. There was wholesale dislocation of families, splitting of communities and disruption of our economy.

Oklahomans are proud of the beautiful lakes and recognize the potential of the water, power and transportation resources; but Eastern Oklahoma has borne the brunt of the social problems with the tax base heavily eroded. More and more of our youth couldn't wait for jobs to develop and the population loss continued.

Connors State College did not have the leadership to change or to meet changing needs. Enrollment dropped, buildings and programs deteriorated. The computors said Connors was dying.

In 1965 Connors got a new mission from the State Legislature and a new president to develop a comprehensive program to serve all our people of every race and station. The Higher Education Act of 1965 (HEA-65) with its TITLE III, "Strengthening Developing Institutions" programs, found in Connors a "textbook example" of an institution struggling to serve its people with realistic and meaningful programs.

Connors responded by assuring students that career-oriented, college-level technical subjects, taught by people widely recognized as successful in the field of work, would be offered at whatever time of day or night of week students could and would come. For Connors an "individualized degree plan" would make college education available to the widest possible range of its supporting adult population.

Statement of Problem

Traditional degree plans seldom are related to individual needs. The problem is to retain the advantages of traditional college degree programs and credit in an individualized career education plan which recognize on-the-job and other experiential learning for specific employment objectives. To meet its moral obligation to students, Connors must make every effort to design

Statement of Problem (con't.)

degree plans which do what they are supposed and must protect credibility of our diplomas.

Two areas of problems block wider use of individualized career education study plans. One area concerns the "mechanics" of operation. The second concerns the acceptance of a "model" and structure as legitimate by the academic community.

Part one of the problem includes the need for advisor's material, indexed career information, catalogued references or abstracts of community resources and a card file of professional organizations interested in preparation of mod-level works. Included in this area are the workshop materials needed to teach advisors and counselors how to prepare individual career education degree plans.

Part two of the problem is the need for formal acceptance of the individualized degree plan in order to allow students to enter and re-enter career education at higher and higher levels without penalty or serious dislocation as needs become more academic or generalized. By "formal acceptance" we mean recognition in articulation agreements and/or acceptance by accreditation associations, after approval by the Oklahoma Regents for Higher Education.

Objectives of Project

With support from the Fund for Improvement of Postsecondary Education, Connors will establish the Career Opportunity Office as the hub of counseling services to be added as funds catch up with our increasing enrollments. The College Community Resources Coordinator assisted by the Career Counselor and a full-time secretary will begin the preparation of "Custom-Fit" career education degree plans while promoting acceptance of the new service by students and the industrial community. In addition to establishing "inbeing",

Objectives of Project (con't.)

the Career Opportunity Office's major objectives will be:

A. A well-structured model of advisement, counseling and instructional components supported with necessary research and documentation, and prosented to the educational community. Acceptance of interdisciplinary career education degree plans so theat students will not be penalized as they enter and re-enter postsecondary institutions during life-long career education.

B. Develop the mechanics of counseling adults in terms of educational components selected for specific contribution to progress toward goals. This counseling would need a complete file of community resources-ie., public education offering of public utilities, businesses and industries, governmental agencies, etc. and would require an array of formats and follow-up functions.

C. Develop an intimate community-college partnership by working closely with professional trade and labor organizations, businesses and industrial firms, governmental agencies and qualified retired persons, by preparing basic study plans seen as realistic and meaningful by the economic community.

Specific Objectives

Make Individualized Career Education Degree Plans a standard offering at Connors. Demonstrate that the approach is effective, efficient and practical. Achieve formal recognition and acceptance in the academic community.

Outcomes Expected

Short-term and long-term objectives:

Implementation of this proposal should produce an operating, on-going career opportunities counseling service with the capability of matching college and community resources to a students own career objectives; and should produce a formal plan for Individualized Career Education Degree Plans (with appropriate documentation and research support) for submission to the Regents, with likelihood of approval by that body and acceptance as a standard option for Connor's students.

Short-term and long-term objectives (con't.)

These achievments should enable us to harvest several benefits. We can eliminate a great deal of academic double-talk by working with individual needs. Counseling should be more meaningful and should result in greater student commitment and better retention rates. With employers involved in making degree plans for potential employees, placement and employment rates should improve as would the efficiency of effectiveness of career education.

Performance of objectives

The FIPSE Center was established and operating by July 1, 1976. College administration provided an adequate space, including lobby for secretary, office and quiet counseling space with furniture, files, telephone and supplies. The director, counselor and secretary were employed. The public was readily informed by radio announcements, personal radio interviews and news releases were published in six leading newspapers in the area. Taped and live discussions with Congressman Ted Risenhoover, counselors and college staff were conducted.

A model was developed from the original proposal concept for career advisement and counseling. Input from project counselors, The President, Academic Dean and Director of Student Services, senior division chairmen and interested faculty was constructive and encouraging.

Early releases were misinterpreted by many prospective students who thought we were announcing available jobs. The office was flooded with people willing to take any courses to get any job. Much time was required to get at the real goals. More explanation concerning the "Custom-Fit Degree" plan was needed, so brochures were published and distributed to all departments on campus. The student body was better informed about the new Custom-Fit Degree plan

Performances of Objectives (con't.)

available. Personal contacts were made in the surrounding communities through various businesses, agencies and industries. Rapport was soon developed among students, faculty and community.

Primarily, the custom-fit degree plan was designed to help the older students returning to college after being out of school for some time, but all students and interested individuals who wished to step into more rewarding career opportunities were encouraged to come to the counseling center for advisement. A strong point of the program, during the basic planning stage, was to be the "externship credit"; which meant, that a person could earn college credit for work on jobs which provide the experience needed. In this new approach, the individual student with the help of a professional counselor and expert in the chosen field, selected the courses which would provide skills and knowledge needed for success on the job. The "externship credit" was the most difficult point of the program to administer with success. In the end the academic community would not accept this phase of the custom-fit degree. College credit could not be given for life experiences, but these experiences aided the counselors, such as; helping the student in self assessment, academic and career decision, goals assessment and analysis.

In most cases, 15 credit hours would meet requirements in communications, history and government and 45 credit hours were to be selected on an individual tailor-made plan. This program was designed to afford the mature student a larger degree of freedom and responsibility in preparing for a career.

Midway through the program, night classes were offered in Muskogee, a city of 50,000, located 20 miles north of the Connors campus. Connors is located

Performance of Objectives (c.m't.)

in a small rural town, therefore, Muskogee provides the opportunity of full time employment for the students and plays an important role in the over all enrollment at Connors. A large portion of the students take advantage of the night classes offered.

The night classes in Muskogee presented an opportunity to reach hundreds of minorities, unemployed and economically/socially handicapped adults. Most of these students and prospective students, held down full time jobs or were looking for full time jobs. Through counseling with these students who were employed or looking for employment, came ideas for courses to be offered off campus that would help the mature student involved in a meaningful job in the community.

Letters were sent to all employers designating the courses offered by Connors State College that could be beneficial to their employees. Many employers offered to pay the tuition and books for each employee who felt they could take courses offered in their field. Even though many of these students were proficient in their jobs, they did not have college credit, so were eager to receive credit. The FIPSE office staff often found the key to getting a student started in college was by the student taking one course and finding out "I can do it." Many students who took one course that their employer paid for, came back on their own time and expense to take a full course load.

Fortunately, the staff became a mobile team, working on the campus in the morning, then traveling to Muskogee for the remainder of the working day. One member of the team was always available, (a concerned citizen of Muskogee donated office space for Connors FIPSE staff for ten months) to counsel students

Performance of Objectives (con't.)

attending classes Monday through Thursday night. Each student had the opportunity to avail himself of the service offered by one of the team members. The Project Director was available for counseling from 5:45 p.m. until 11:00 p.m.

Excellent publicity and the accessibility of the office in Muskogee helped to reach a larger number of people in need of higher education to serve the individuals with the need to become trained for a job change.

The rent free office in Muskogee was no longer available after September, 1977, therefore, the staff was back on campus full time. The Director continued to be available two nights a week, for those students attending night school in one of the junior high schools in Muskogee.

Approximately 2,000 program brochures were published and distributed in area towns. Forty-seven (47) communities were visited. While in the communities, posters were placed in high schools and various community centers. A wide range of age groups were reached through this particular project.

The staff was involved during enrollment each semester. This was certainly beneficial to the students and the custom-fit degree plan staff. The opportunity was there for the custom-fit degree plan to be explained and to tell the students about the job description library containing 350 State Merit System items and cards on selected mid-management jobs forming the Dictionary of Occupational Titles, available in the FIPSE office.

Connors State College, through the FIPSE program funding has met the commitment to the implementation of adequate counseling services with career education services for the older students.

The State Board of Regents have approved the Custom-Fit Degree Plan program under the umbrella of our present Midlevel-Management Degree. The Regents

Performance of Objectives (con't.)

felt that the custom-fit plan was too open ended to meet all the state requirements for higher education. The Mid-Management Degree Plan is meeting the needs of a large number of students at our college. The Regents were quite impressed with the career counseling aspect of the FIPSE program and encouraged continuation because of the number of students that are profiting from it.

Actual Process for Preparing a Custom-Fit Degree Plan:

Preparation of the plan is a 9 step process, which may be over simplified by some rather commonly used phrases.

1st Step- Find out where the student is.

Possibly the most critical step. Overly high evaluation of previous education or experience could cause the student to be enrolled in courses without adequate preparation; while too low an evaluation might waste his or her time. The ACT and GATB are used as advisement tools. Formal schools, military or occupational experience and hobbies are examples of experiences to be considered.

2nd Step- Determine exactly where the student wants to go.

The counselor must make sure that the student knows enough about the field to make a definite choice and that there is a clear communication about goals. Select an advisor who knows the field.

3rd Step- Identify what the student must be able to do.

Make available the job description which details the knowledges and skills needed and to what degree of proficiency. Incorporate "nice to know" and attitudinal elements.

4th Step- How can the student learn to do it?

Match campus courses with objectives that best meet the needs of the student and still fall within the Mid-Management degree. For learning experiences not available on campus consider alternatives such as Talk-Back T.V. Courses by Regents Network or workshops and seminars by government or industries.

Actual Process (con't.)

5th Step- Putting things in order.

Be sure those students who are working plan a logical sequence of experiences; try to match lecture units with "on hands" units as in a well-coordinated "laboratory."

6th Step- Make sure the experiences are available and adequate.

The Career Counselor will determine from advisors, industrial spokesmen or other authority that the student will be permitted to take part in the recommended activities, and under what circumstances. The counselor will make sure that conflicts in time and place are worked out before final indorsement of the plan.

7th Step- Provide proper supervision and counseling.

The Counselor will include in the degree plan definite provisions for supervision and counseling. The supervision may mean coordination between on-the-job trainer, staff of informal educational activity and campus instructors.

8th Step- Evaluate progress toward goals at regular intervals.

Evaluation must include face to face discussions with the student about progress, difficulty, achievements and personal satisfaction. Progress is charted on the students Custom-Fit Degree Plan Sheet on file in the FIPSE office.

9th Step- Give the student suitable recognition and credentials for his or her achievements.

Completion of the program will include as a minimum award, the Associate of Applied Science Diploma (Mid-Management); but, will usually include credentials from other activities.

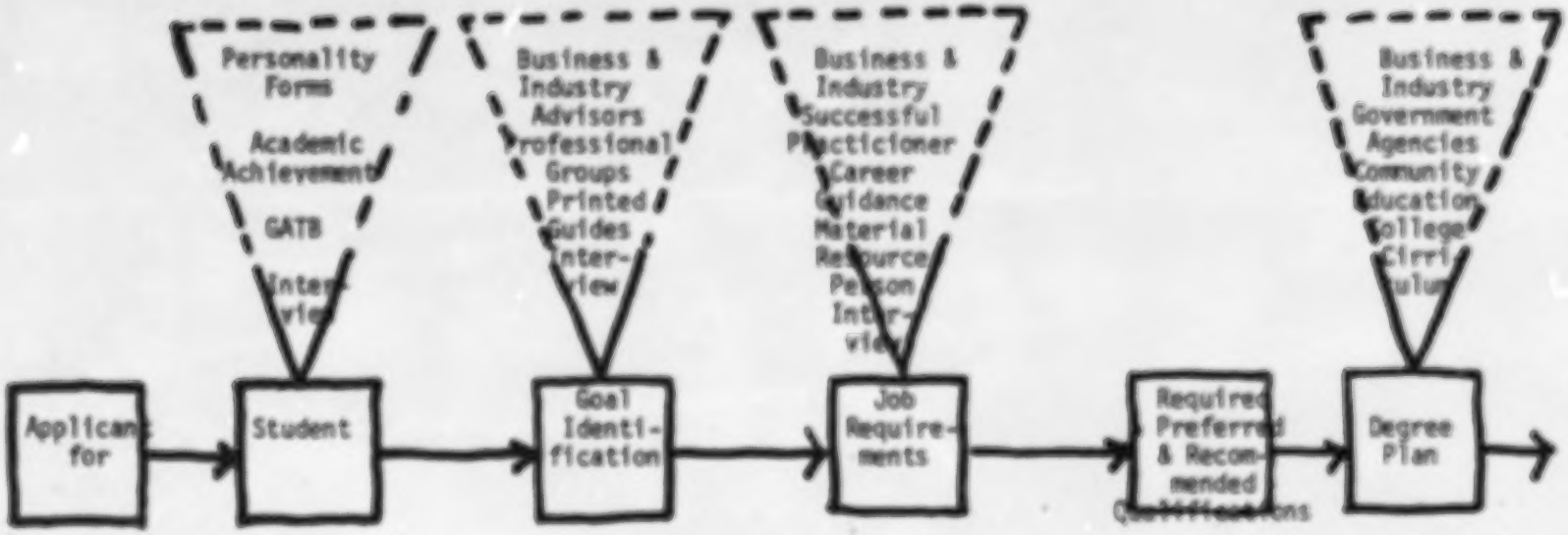
EXPLANATION OF STUDENTS FOLDER:

A folder is maintained for each student counseled through the FIPSE office.

The following items are included in each of the students folders.

1. FIPSE PROJECT INFORMATION SHEET
2. PLACEMENT INFORMATION SHEET
3. CUSTOM-FIT DEGREE PLAN SHEET
4. TEST SCORES - (ACT & GATB)
5. TRANSCRIPT

MODEL FOR CUSTOM-FIT DEGREE PLANNING



Custom-Fit Plan

Self Assessment Counselor

Student's Aspiration
+
Counselor Verification

Recommended & Required Qualifie Qualifications

Less: Student's Current Assets
Education & Experiences
Objectives

Outreach to other colleges

During the final year of the FIPSE program, many letters were sent to colleges and universities throughout the nation. These letters were informative of the Custom-Fit Degree Plan, explaining the whys and hows of using this program at Connors State College. Many responses were received and will be included in the final report.

CONNORS STATE COLLEGE
CUSTOM-FIT DEGREE PLAN

NAME_____ _____DATE_____CAREER OBJECTIVE_____

The Associate of Applied Science will be conferred upon students who have satisfactorily completed 60-64 semester hours with a grade point average not less than 2.0. The 60-64 hours must include the General Requirements listed. This Degree Plan was designed to achieve stated goals. Each component has a specific purpose. In the opinion of the undersigned student, counselor, and advisor, this degree plan outlines a practical, realistic course of study for the student's individual purposes.

I. GENERAL REQUIREMENTS

ENGLISH	1113	3	Semester hrs.
ENGLISH	1213	3	" "
SPEECH	2213	3	" "
HISTORY	1483 or 2493	3	" "
GOVERNMENT	1113	3	" "
		15	Semester hrs.

Semester Plan	Enrolled	Complete Gr. Pt.

II. SELECTED SPECIALIZATION	Sem. Planned	Enrl.	Gr. Pt

IV. Electives Just for Me	Sem. Planned	Enrl.	Gr. Pt.

III. RELATED STUDIES			

V. EXTERNSHIP			

SIGNED:

STUDENT _____ DATE _____ COUNSELOR _____ DATE _____

CAREER ADVISOR _____ DATE _____ ACADEMIC DEAN _____ DATE _____

REGISTRAR _____ DATE _____

FIPSE PROJECT

NAME _____

PERMANENT ADDRESS _____

_____

PRESENT ADDRESS _____

(IF DIFFERENT) _____

PHONE _____

FINANCIAL AID YES_____ NO_____

AREA OF INTEREST _____

EMPLOYER: _____

ADDRESS _____

_____ _____

POSITION _____

MARITAL STATUS _____

NO. OF DEPENDANTS _____ RACE _____

BRIEF DESCRIPTION OF SERVICES:

COUNSELOR'S SIGNATURE _____

PLACEMENT INFORMATION SHEET

Date_____

Name _____ SS._____ ___ ____
Last First Middle

Home Address_____
Street Number or Rt. & Box City State Zip

Date of Birth_____ Sex M____F____Height _____Ft._____in. Wt.__lb.
Mo. Day Year

Are you._____Single____Married_____Separated_____Divorced_____Widowed

To what organizations do you belong (other than religious or social)_____

_____

HEALTH RECORD

Do you have any physical defects and/or chronic ailments?_____

If yes, describe such defects and ailments._____

Do you have any known impairments of speech?_____Motion?_____Vision?_____

Hearing?_____Would you rate your health as Excellent_____Good____Fair____Poor___

Are there specific types of work you must not do?_____

Have you recently (within past two years) had an injury or illness requiring hospitalization or doctor's treatment?_____If yes, describe_____

_____

_____

JOB QUALIFICATIONS

Have you had training for a specific type of work?_____What type?_____

Have you had experience posting?_____Calculator?_____Adding Machine?_____

Dictating Equipment?_____Other office equipment?_____

EMPLOYMENT RECORD

Name and Address of Company Date To Mo. Yr. From Mo. Yr. Job Title Reason for Leaving

_____

_____

_____

_____

_____

CLAREMORE COLLEGE

COLLEGE HILL . CLAREMORE, OKLA. 74017
918/341-7510

March 29, 1978

Mr. Bob Thomason, Project Director
Connors State College
Warner, Oklahoma 74469

Dear Mr. Thomason:

I have read your proposal "Individualized Degree Plan" and wish to congratulate you on the concept and implementation.

I would be in favor of expanding the program to cover all areas. I believe this would make college accessible to still more adults than we are now reaching.

Thank you for allowing me to read your proposal.

Sincerely yours,

Betty R. Jackson

Betty R. Jackson
Vice President for Teaching

BRJ:mam

Atlantic Community College
MAYS LANDING, NEW JERSEY 08330 PHONE 609-625-1111 or 646-4900

March 22, 1978

Mr. Bob Thomason
Project Director
Career Counseling
Connors State College
Warner, Oklahoma 74469

Dear Mr. Thomason:

A brief note in reply to the literature on your program, Individualized Degree Plan. I think so much of it I have sent it over to our President and Dean as a model of something we may do here.

Sincerely,

W. W. KAENZIG
Dean of Students
Atlantic Community College
Mays Landing, N. J. 08330

W.W.K.:jm

MIDDLE TENNESSEE STATE UNIVERSITY
MURFREESBORO, TENNESSEE 37132

Office of the Vice President
For Academic Affairs

Telephone: (615) 898-2880

April 10, 1978

Mr. Bob Thomason
Project Director
Connors State College
Warner, Oklahoma 74469

Dear Mr. Thomason:

I have read your institution's "Individualized Degree Plan" proposal with considerable interest. Our university is just beginning to explore the possibility of establishing a special degree program for older adults that could be earned by attending classes at night and on weekends. I will pass your proposal along to our committee for their review.

Please keep us informed as to the progress of individual degree programs.

Sincerely,

Robert B. Jones

Robert B. Jones
Assistant Vice President for Academic
Affairs

RBJ/tb

Hillsdale Free Will Baptist College
Box 6343 • Moore, Oklahoma 73160

March 22, 1978

Mr. Bob Thomason
Project Director
Connors State College
Warner, Oklahoma 74469

Dear Mr. Thomason:

I have read with interest your proposal for "Individualized Degree Plans". I am excited about a plan that is tailored to meet individual goals and yours seems to present a concentrated effort toward that goal. Also, the scope of the program certainly would include and serve the community.

It seems that a terminal objective for the student would be accomplished in such a program, however, I do see problems in articulation should transfer be an option. I readily recognize the case of student's presence in required classes that are not in their particular interest. I do find that in our case certain required courses seem profitable in the overall discourse with life, even though they may not have a particular interest.

I am sure, as you have stated in your proposal you will find answers to stated and valid questions to an outstanding innovation in your program. I feel it will be a profitable one.

Sincerely,

Edwin L. Wade

Edwin L. Wade
Academic Dean

ELW/ka

new hampshire college

March 16, 1978

Mr. Bob Thomason
Project Director
Individualized Degree Plan
Connors State College
Warner, OK 74469

Dear Mr. Thomason:

Your letter of March 13th and the enclosed material in reference to your "Individualized Degree Plan" was of considerable interest.

New Hampshire College conducts a baccalaureate degree program in Human Services dealing with a large percentage of minority women and I have forwarded your materials to Dr. Ira Goldenberg, Director of our External Degree Programs.

It may well prove mutually beneficial for you and Dr. Goldenberg to compare notes.

As a career-oriented institution, New Hampshire College shares your interest in addressing the needs of many publics and we are certainly increasingly interested in the adult population.

It is my sincere hope that you will hear directly from Dr. Goldenberg in the immediate future.

Sincere best regards and every good wish for the success of your project.

Cordially,

James H. Reynolds
Dean, Admissions/Financial Aid

JHR:csh

2500 North River Road, Manchester, New Hampshire 03104, Telephone (603) 668-2211

April 3, 1978

Office of the
Dean of Instruction

Sheridan College

Sheridan, Wyoming
82801

Mr. Bob Thomason
Project Director
Connors State College
Warner, OK 74469

Dear Mr. Thomason:

I am pleased to comment on your title III proposal for an "Individualized Degree Plan."

We are a relatively small college (732 FTE) in northeastern Wyoming. Traditionally, we have been a liberal arts "junior college" serving a large but sparsely populated region dominated by agriculture and some mining.

Until recently, we deserved the nick name "sleepy hollow". Today six major coal companies have begun to mine vast quantities of coal in the Powder River Basin. Sheridan is located on the rim of that basin. Our little town has grown more than thirty percent in four years and the college enrollment has gone from 615 FTE to 732 FTE in one year. Just this past year , the community passed a 1.8 million dollar bond issue and the college was able to construct a fine new technical center. Our career education programs have grown apace.

Today, in addition to our traditional clientele of ranch people and middle class town dwellers, we now have a larger and larger blue collar constituency to accommodate and the diversity within that population is great. Many of the conditions you find yourselves dealing with in Warren are now becoming more prominent here--shift workers, working mothers, minorities, women, etc.

We feel the pressures of another growing clientele, mostly adults striving to improve themselves in post-secondary education. We are, quite frankly, not doing as well as we might in helping these people. Part of the problem is too rapid a growth rate for the staff and organization we have presently.

Night time degree programs, special educational units, single day schedules and other schedule alternatives are all exciting prospects and, I suspect, we could implement some of those kinds of things now. Our problem is counseling. We simply do not have the counseling resources, either in terms of budget or staff. Your proposal, however, has whetted our appetite and I am circulating it throughout the school.

Sheridan College is operated by the Northern Wyoming Community College District, an equal opportunity employer

We need a change of attitude internally and a change of mind at the state level. I am sure the internal changes will be little or no problem. We are blessed with a first rate faculty and a degree of professional dedication not always that common among our sister schools. It is the change of mind at the state level--our operational funding source--that will take the most concentrated effort.

Please keep us posted on your progress. We are interested in the career of such a project.

Thank you for sharing your proposal with us.

Sincerely,

Peter K. Simpson
Dean of Instruction

PKS/dl